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ABSTRACT

This Project Basic instructional guide contains a series of learning activities designed to help students develop realistic expectations of the world of work and begin to identify and demonstrate those competencies which lead to salable skills and to employment upon graduation. The materials are organized according to competency. Each individual competency sheet contains a behavioral objective, a competency statement, instructional specifications (suggested instructional levels, curriculum concepts/content, behaviors to be demonstrated), suggested learning activities, suggested classroom evaluation activities, extended activities, and vocabulary. The competency sheets are organized into groups designed to enable students to achieve the following goals: (1) to know and understand the options, opportunities, and requirements of the world of work; (2) to understand and value the relationship between personal interests and abilities and work options and opportunities; (3) to demonstrate a broad range of entry-level employability skills; and (4) to apply decision-making and career-planning skills. (MN)

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PROJECT BASIC INSTRUCTIONAL GUIDE

VOLUME IV

WORLD OF WORK

Maryland State Department of Education
The Office of the Superintendent: Project Basic
200 West Baltimore Street
Baltimore, Maryland 21201

CE 029 092

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INTRODUCTION

Project Basic has identified sets of behaviors that contribute to competencies which help one function effectively as an adult. These behaviors have been classified as instructional objectives in the curriculum areas of functional writing, survival skills, citizenship, and the world of work. As essential components of the competency-based graduation prerequisites in Maryland, the Project Basic objectives are an integral part of the instructional programs in each local education agency in Maryland.

This instructional resource guide contains a variety of learning activities categorized according to specific instructional objectives. The activities were developed, reviewed, and evaluated by classroom teachers and curriculum content specialists in both the local school systems and the Maryland State Department of Education. They are suggestive in nature and can be modified or adjusted by the classroom teacher to fit the students' needs. Moreover, the activities should be integrated into the regular curriculum, rather than replace it.

Each objective contains the following:

- Instructional Specifications--assists teachers in classroom instruction.
  - Suggested Instructional Level--specifies a band of three grades during which the suggested activities should be taught. The objective should be attained by the last grade given. Grade levels are designated to allow for ample instructional time prior to scheduled statewide testing of competencies.
  - Curriculum Concepts/ Content--lists specific concepts and/or content which should be taught in order for the students to attain the objective.
  - Behaviors To Be Demonstrated--gives specific activities to be demonstrated in attaining the objective.

- Suggested Learning Activities--gives examples of activities which will help students accomplish at least a subset of the curriculum specifications. They will not necessarily relate to all aspects of the objective.
- Suggested Classroom Evaluation--outlines an informal assessment procedure a teacher may use to determine if a student has achieved the respective objective.
- Extended Activities--lists additional instructional activities.
- Vocabulary--lists key words that will help students understand the concepts taught within the objective.

To further assist the classroom teacher, the School Library Media Services Branch and Project Basic will jointly produce suggested resources to support the instructional guides. This publication, "Media Support for Project Basic," will contain an annotated bibliography of student-use materials such as library books, films, filmstrips, kits, records, games, audio and videotapes, filmloops, and transparencies. It will be available to teachers, students, and library media specialists for the 1980-81 school year.

SPECIAL EDUCATION CONSIDERATIONS

P.L. 94-142 requires an individualized education plan for all appropriately identified handicapped learners, necessitating the development of instructional procedures that meet the unique needs of each individual student. In the past, instructional program development for the handicapped learner has been left to the special education teacher who was trained to be cognizant of individual learning characteristics and to develop specialized instructional environments to account for individual differences. With the advent of P.L. 94-142, handicapped learners have increasingly been placed in general education classrooms for the major portion of their instructional day. This active participation in the mainstream of education has altered the general education teacher's role from that of a practitioner of whole-class teaching to that of a specialist in individually designed instruction.

Individualized Instructional Planning

Individualized instruction recognizes the heterogeneity of learning problems and the underlying processes contributing to inadequacies in the learning process. It requires both a systematic approach to instruction and expertise in the modification of instructional materials and activities. Individualized instruction assumes that any task/objective can be taught to any learner given the appropriate instructional methods/activities and enough time. Individualized instruction is learner performance based, requiring teachers to monitor learner skill acquisition and modify their instructional methods accordingly. Students are initially taught those skills which are within their response repertoire. As mastery is achieved, instruction proceeds to higher order tasks.

Initially, the teacher must determine what skills the learner should acquire. These skills are stated as performance objectives. The Project Basic objectives included in this guide have already been determined and are listed in the Declared Competencies Index. Effective instructional plans are based on the data that the teacher obtains through the assessment process. Prior to instruction, the teacher must gather indicators of instructionally relevant behavior. Assessment information should relate to the specific objectives and be described in precise behavioral terminology (e.g., identifies 6 for 9 in isolation and in context). Teachers can use one or a variety of combinations of assessment techniques. The teacher can establish rapport with the student, obtaining both information during the interview and data from informal assessment tasks. Group tests can be administered to screen students for additonal assessment through the use of paper-pencil techniques or Every Pupil Response Technique. Simulation tasks can be selected and administered to students. Baseline information obtained through observation is useful in quantifying and coding behaviors. Criterion-referenced measures can also be used to assess specific academic skills.

Methods/Activities

After it has been determined where, in fact, the student is in relation to the specific objective, the teacher must determine the instructional methods/activities that will best assist the learner to acquire the designated skill. The instructional sequence will specify a series of lessons to be conducted that will bring about specific changes in the student's behavior. Instructional methods/activities should be selected and designed so that the student will experience very little failure. These methods/activities will frequently need to be redesigned and presented in a variety of instructional formats. The methods/

activities must include tasks which are within the learner's response repertoire, thereby insuring that the students have the prerequisite skills to accomplish new tasks. Materials and specialized equipment should be carefully selected. Enriching activities may also need to be developed. Repetitive practice activities can often be presented in a game format so that the student's interest is maintained while the specific skill is developed. Practice is essential for the handicapped learner in order to maintain the level of proficiency once the skill is mastered. The use and selection of media should be aimed at the student's strengths. Special education students frequently experience difficulty learning through a particular mode and may therefore need carefully selected supplemental media which does not rely upon that mode. Positive incentives are useful within the instructional setting to maintain interest and increase the rate of skill acquisition in the learner. All teachers issue rewards as a normal part of their classroom activities. Students with learning problems may require specific incentives, planned in a systematic manner. A variety of instructional environments may be necessary in individualized instruction. The physical environment may be oriented to small-group instruction, large group activities, independent assignments, and learning centers for practicing specific skills.

In order to track student progress on specific objectives, it is usually helpful to systematically collect data. Working with a nonhomogeneous group of learners on a variety of objectives necessitates the use of some standardized data form which is complete enough to be useful for recording information relevant to the learner's skill acquisition. When the student's performance on a task is equal to the criteria specified for that task, the task has been learned. Daily

evaluation is useful with special populations so that tasks may be changed or instructional sequences modified when necessary.

A Systematic Approach

Developing an instructional sequence requires a systematic approach so that the learner is working on only one new component at a time. If the learner is presented with two or more components which are beyond his/her current ability level, progress may cease, increasing both teacher and student frustration. Some important components to be considered include the following:

1. The materials to be manipulated by the learner to demonstrate the skill
2. The instructional cues that help the learner make the correct response, such as samples of the completed product, color coding, and taped instructions
3. The receptive mode through which the learner will receive input (hearing, visual, kinesthetic)
4. The expressive mode through which the learner will respond (speaking, writing, signing, language board)
5. The time limit for completing the task

Task analysis is a significant component of instructional planning. It can be a difficult activity since a variety of behaviors are needed to produce the desired learner response. Many different responses are necessary to meet the required competency objective. Initially, the teacher must decide what behaviors are valid indicators of progress on a specific skill. It is necessary to know which behaviors make up a response when a student is unable to respond correctly. It is helpful to have the sequence of tasks worked out prior to the instructional time to minimize the loss of instructional time and to clarify those steps which should occur in sequence and those which do not rely on existing prerequisite skills.

Instructional Guides

The instructional guides can be effectively utilized with handicapped learners by individualizing the activities in a manner that is consistent with the instructional assessment information.

Input provided by both the special education instructional guide review and the New Windsor spring workshop designated the first activity listed under each objective as the starting level of instruction for each specified objective. In addition, sample objectives are provided which analyze the learner process in a manner which will facilitate their use with handicapped learners. General education teachers should plan their individualized instructional approach with handicapped learners through consultation with the special education teacher.

SAMPLE

Work Objective 4.1.1.19

Identify Basic Requirements for Employment in Specific Jobs

Prerequisite Skills

The student should be able to:

- identify concepts of world of work
- understand purpose, relationship, and knowledge of the world of work
- identify basic work attitudes
- understand his/her relation to the world of work
- conceptualize principal concepts and generalize to a specific example
- categorize according to function
- understand the variety of occupations found in the world of work
- identify and use available resources for finding information
- respond to specific visual information

Task Analysis

Component subskills:

- understand and utilize job-oriented vocabulary
- describe the tasks being performed in a slide presentation of various occupations

- identify workers and reasons for working
- investigate the facts related to each job:
    1. Nature of work: what employer does, inside/outside, both--working conditions (dirty, hot, noisy)--work individually, in groups--amount of supervision
    2. Physical requirements: strength, minimum age, weight, vision, hearing
    3. Employment requirements: examination, application, union, X-rays
    4. Language: interpret manuals, interview, file, post, mail, copy, follow simple oral/written instructions/detailed/ reasoning/generalization
    5. Special aptitudes: what they are and degree
    6. Preparation: pre-training, legal requirements, tools, vocabulary, driver's license
    7. Transferrable skills: other occupations
    8. Conditions: hazardous--explosive, electrical
    9. Salary: below minimum, minimum
    10. Advancement: preparation
    11. Personal characteristics: neatness, initiative, extrovert
- develop job analysis reports
- select three specific vocational job interests
- know the detailed characteristics of one chosen field

Modifications

Materials/instructional materials:

- workbooks
- learning activity packs related to a variety of occupations
- manipulative models and kits
- audio tape materials describing occupations
- film loops with workbooks
- printed texts
- posters
- flexible sequence instruction
- simulation/role playing
- overhead transparencies
- mastery of small units of content evaluated

Alternative Extended Activities

- establish in-classroom job stations
- plan field trips--on-the-job visitations
- participate in community experience activities
- make a list of people student knows personally who are working in the specific job examples
- prepare a recruitment talk and/or poster to persuade people to enter the job
- have a guest speaker from specific jobs
- develop a skit representative of specific jobs

CONTRIBUTING SCHOOLS

The curriculum information in the instructional guides was compiled from both local education agency and Maryland State Department of Education sources. Schools from the local education agencies developed the instructional specifications for the identified objectives, developed learning activities, piloted and evaluated these activities. Curriculum specialists from the local schools and the Maryland State Department of Education evaluated and revised the instructional specifications and learning activities based on the data received from the pilot schools. Project Basic thanks all the teachers and content specialists who assisted in this project. The following schools contributed to the educational materials included in the instructional guides:

Allegany County:	Columbia Street Elementary School Georges Creek Elementary School Bruce Junior-Senior High School
Anne Arundel County:	Bayview Middle School Andover Senior High School
Baltimore City:	Maree Farring Elementary School Francis Scott Key School Northern Senior High School
Baltimore County:	Catonsville Junior High School Catonsville Senior High School
Calvert County:	Calvert Middle School Calvert High School
Caroline County:	Riverview Middle School Colonel Richardson High School
Carroll County:	Westminster East Middle School Francis Scott Key High School
Cecil County:	Thomas Estates Elementary School Rising Sun Elementary School North East Middle School Perryville High School

Charles County:	Matthew Henson Middle School Milton Somers Middle School
Dorchester County:	Warwick Elementary School North Dorchester High School
Frederick County:	Middletown Elementary School Middletown Middle School Middletown High School Governor Thomas Johnson High School
Garrett County:	Broad Ford Elementary School Southern Middle School
Harford County:	North Harford Senior High School
Howard County:	Harper's Choice Middle School Hammond Middle School Atholton High School
Kent County:	Chestertown Middle School
Montgomery County:	Paint Branch High School Thomas S. Wootton Senior High School
Prince George's County:	Deerfield Elementary School Walker Mill Junior High School Suitland Senior High School
Queen Anne's County:	Centreville Elementary School Centreville Middle School
St. Mary's County:	Dynard Elementary School Leonardtown High School
Somerset County:	Woodson Middle School Crisfield High School
Talbot County:	St. Michael's Elementary/Middle School St. Michael's High School
Washington County:	South Hagerstown High School Williamsport High School
Wicomico County:	Pittsville Elementary/Middle School Bennett Junior High School
Worcester County:	Pocomoke High School Snow Hill High School

WORLD OF WORK

INSTRUCTIONAL GUIDE

WORLD OF WORK

Competency in the World of Work is essential to effective adulthood: it enables economic survival and is a primary source of personal identity. Students must develop realistic expectations of work and begin to identify and demonstrate those competencies which lead to saleable skills and to employment upon graduation for those who wish it. Above all, students need to recognize that the key competency for work is flexibility--the ability to respond productively to the changes which occur continually in our technological society.

Characteristics

The set of Project Basic objectives for the World of Work is closely related to programs in vocational-technical education and career education and does not comprise a separate program of instruction. Rather, these objectives are those components of vocational and career education which have been identified as:

1. Skills which contribute to students' abilities to become effective in places of employment--skills such as identifying qualities employers commonly seek.

2. Skills which students can begin to learn early in school, to master as schooling progresses, and to apply in adult life--skills such as identifying occupations related to personal interests, aptitudes, and values.

3. Skills which students can demonstrate continuously at increasingly sophisticated levels--skills such as identifying advantages that individuals can derive from work.

4. Skills which students can learn in a variety of settings, both within the school and in the community--skills such as demonstrating proper attitudes and behaviors important for a job interview.

5. Skills which can be confirmed as learned by teachers, parents and community members--skills such as demonstrating behavior appropriate for a particular work situation.

Goals, Competencies, and Objectives

Project Basic has identified four goals for instruction in the World of Work:

4.1 To know and understand the options, opportunities, and requirements of the World of Work

4.2 To understand and value the relationship between personal interests and abilities and work options and opportunities

4.3 To demonstrate a broad range of entry level employability skills

4.4 To apply career planning and decision-making skills

Within each of these goals, students need to develop key behaviors which contribute to four competencies:

4.1.1 Understanding the nature, structure, and requirements of work

4.2.1 Identifying and relating personal qualities to employment

4.3.1 Applying job-seeking skills

4.4.1 Demonstrating career planning and development skills

Project Basic has stated these key behaviors as 20 instructional objectives. (See "Table of Contents" for complete listing.)

World of Work Instruction

This volume of the Project Basic Instructional Guide presents a series of suggested learning activities which may be used to help students develop and demonstrate the behaviors stated in the Project Basic Instructional Objectives for the World of Work. Each teacher is urged to creatively adapt, adjust, or expand the learning activities for World of Work skills to meet needs, interests, and abilities of individual students. The set of instructional specifications which precedes the suggested learning activities for each objective should help teachers understand and adapt the suggested learning activities.

Assessment of Objectives

Students should be able to demonstrate that they have developed the behaviors stated in the instructional objectives for the World of Work. Teachers can provide students opportunities to demonstrate these behaviors by using Suggested Classroom Evaluations, which accompany the suggested learning activities for each activity. Statewide evaluations of mastery of World of Work objectives are planned. Results of these evaluations can ultimately be used to identify students needing assistance and to develop appropriate assistance through the refinement of instruction and improved instructional emphasis.

GOAL 4.1

TO KNOW AND UNDERSTAND THE
OPTIONS, OPPORTUNITIES, AND REQUIREMENTS
OF THE WORLD OF WORK

Competency 4.1.1

Understanding the Nature, Structure, and
Requirements of Work

Work Objective 4.1.1.1

Identify the Advantages That Individuals Can Derive from Work

GOAL: To know and understand the options, opportunities, and requirements of the world of work

COMPETENCY: Understanding the nature, structure, and requirements of work

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Levels: Grades 6-8

B. Curriculum Concepts/Content:
- Creativity
- Financial security
- Independence
- Insurance
- Learning
- Recognition
- Retirement
- Sense of accomplishment

C. Behaviors To Be Demonstrated: Identify and explain

SUGGESTED LEARNING ACTIVITIES:

A. The student will participate in a role-playing situation where he/she is a job recruiter or personnel director explaining the economic, social, and personal benefits of several jobs in a company or organization.

1. Have the students do any necessary research and make visual aids (posters, charts) to present the benefits of working in a company or organization.

2. Each student will be given five minutes to explain why individuals should work for a company. Allow questions to be asked after the presentations.

B. The student will list three occupations considered for future employment and list the economic, social, and personal benefits for each occupation.

1. Have students investigate three occupations they would like to pursue.

2. Beside each occupation, have them list the reasons why they are considering it.

3. Compare the lists from all class members, and make a classroom chart listing all the why's. As a class, have the students categorize the why's according to economic, social, or personal benefits.

C. The student will conduct an interview with a worker and list the economic, social, and personal benefits mentioned for the particular job.

1. Discuss with the students how to conduct an interview. Have them role-play an interview to develop appropriate skills.

2. Develop an interview or survey checklist which could be used by each class member. The following may be some questions that could be included:

   _____a. Are you working in the job you were trained for?
   _____b. Have you changed careers?
   _____c. How long have you been working?
   _____d. Do you feel a sense of accomplishment in your job?
   _____e. Have you had any advancements?
   _____f. Do you receive recognition for your work?
   _____g. Do you take pride in your job?
   _____h. Do you feel a sense of independence?
   _____i. How much satisfaction is derived from your work?
   _____j. Are you encouraged to expand your knowledge in the job area?
   _____k. Are you encouraged to come up with or try new ideas?
   _____l. What are the economic benefits of your job?
   _____m. What are the social benefits of your job?
   _____n. What are the personal benefits of your job?

3. Have the students conduct an interview with friends, parents, relatives, school personnel, or neighbors.

4. In small groups and as a class, compare the results of the interviews. Make a chart listing the different occupations and their economic, social, and personal benefits.

SUGGESTED CLASSROOM EVALUATION:

Have students list the three broad types of benefits to be considered when choosing a job (economic, social, and personal) and give three examples of each type of benefit for an occupation of their choice.

EXTENDED ACTIVITIES:

1. Have students compare two or more companies' benefits and select the best one.

2. From a classified page in the newspaper, have each student underline or highlight the benefits for all jobs.

3. Have students set up a career day. Each student would select a different career, write or obtain pertinent information concerning the career, invite speakers, and design a booth.

VOCABULARY:

accomplishment	career	job satisfaction	salary
advancement	interpersonal relationship	recognition	seniority

Work Objective 4.1.1.9

Identify Ways To Enter the World of Work

GOAL: To know and understand the options, opportunities, and requirements of the world of work

COMPETENCY: Understanding the nature, structure, and requirements of work

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Levels: Grades 9-11

B. Curriculum Concepts/Content:
- Apprenticeship
- Cooperative education programs
- Direct application
- Entry level job
- Higher education
- Internship
- Licensing/Certification
- Part-time job
- Professional schools
- Training programs
- Work-study programs

C. Behaviors To Be Demonstrated: Identifying and explaining

SUGGESTED LEARNING ACTIVITIES:

A. The student will list three occupations considered for future employment and the different ways of gaining entrance into these occupations.

1. Have students investigate three occupations in which they are interested.

2. Beside each occupation, have the students list ways of gaining entrance into each occupation and the requirements for entrance (physical and educational qualifications, union membership).

3. Discuss the results with the class to determine validity of items listed.

B. The student will match a list and description of the different ways to enter the world of work and a set of occupations.

1. Have students discover from print and non-print school-based career information or through direct interviews the appropriate ways to enter various jobs.

2. Distribute lists of specific occupations.

3. Direct students to match the entry levels with the specific occupations.

C. The student will present his/her personal pro's and con's on each method of entering the world of work.

1. Have each student prepare a personal "pro and con" paper on the methods of entering the world of work.

2. Divide class into pro and con groups for each entry method.

3. Have students select pro and con panels for each entry method.

4. Have student panels present a 20-minute (10 minutes for pro and 10 minutes for con) debate on each entry method.

SUGGESTED CLASSROOM EVALUATION:

Give students a teacher-made matching test listing the ways to enter the world of work and the definition. Require them to match each way with the appropriate definition.

EXTENDED ACTIVITIES:

1. Make a bulletin board showing the different ways to enter the world of work.

2. Interview persons currently under apprenticeship, internship, work-study, and other types of programs. Ask them about what is required for entrance in the program, what the program is like, and how long it is.

VOCABULARY:

apprenticeship
cooperative work experience
direct application
full-time job
internship
part-time job
qualifications
training program
work study
union membership
Comprehensive Employment Training Act

Work Objective 4.1.1.14

Identify the Skills, Knowledge, and Training Required for Major Occupational Categories

GOAL: To know and understand the options, opportunities, and requirements of the world of work

COMPETENCY: Understanding the nature, structure, and requirements of work

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Levels: Grades 6-8

B. Curriculum Concepts/Content:
- Basic skills
- Category knowledge "base"
- Educational requirements
- Training requirements

C. Behaviors To Be Demonstrated: Identifying and explaining

SUGGESTED LEARNING ACTIVITIES:

A. The student will construct a "career tree" for each of 15 major occupational clusters.

1. Divide class into small groups.
2. Have each group construct a career tree for an occupation. "Leaves" will be made for the different occupations within the cluster.
3. Arrange trees as a bulletin board.

B. The student will list three occupations they are considering for future employment and the skills, knowledge, and/or training required to enter and work at each job.

1. Have students investigate three occupations they are considering for future employment. (Sources of information could include want ads, job notices, occupational handbooks, and job descriptions.)
2. Beside each occupation, have them list the major occupational cluster the job is in and the skills, knowledge, training, and credentials required to enter and work at each job.
3. Have the class develop posters containing the above information.

C. The student will write job descriptions for two occupations in two different occupational clusters.

1. Have students investigate and research two occupations in two different occupational clusters.

2. Develop a standardized job description form and have each student fill in the skills, knowledge, and training required for each job.

3. Direct students to compile job descriptions and make a handbook for future reference.

SUGGESTED CLASSROOM EVALUATION:

Present students with basic U.S. Department of Education Career Clusters. Ask each student to select one cluster and to identify in writing three skills and basic knowledge/training required to enter the selected job.

EXTENDED ACTIVITIES:

1. Have the students write a want ad for a job of their choice covering the skills, knowledge, and training needed for the job.

2. Have the students list the requirements of different jobs which are in want ads.

3. Have each student use the U.S. Department of Education Career Cluster System to arrange the cluster skills required into the categories of mathematical skills, communication skills, interpersonal skills, and physical skills.

VOCABULARY:

agribusiness	health	marketing
construction	hospitality	media
consumer and homemaking	humanities	personal services
fine arts	marine science	public services

Work Objective 4.1.1.15

Identify School Subjects Which Help Develop Skills, Knowledge, and Training in Specific Occupations

GOAL: To know and understand the options, opportunities, and requirements of the world of work

COMPETENCY: Understanding the nature, structure, and requirements of work

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Levels: Grades 6-8

B. Curriculum Concepts/Content:

Subjects	Specific Occupations
Arts	Accountant
Business courses	Bookkeeper
Drafting	Bus driver
English	Carpenter
Health/Physical education	Electrician
Home economics	Engineer
Industrial arts	Interior designer
Mathematics	Interpreter
Modern languages	Lawyer
Sciences	Social worker
Sign language	Sportswriter
	Technician

C. Behaviors To Be Demonstrated: Identifying and relating

SUGGESTED LEARNING ACTIVITIES:

A. The student will identify three occupations for which a given school subject may be useful.

1. Divide the total set of courses offered in high school among several groups of students.

2. Have each group investigate occupations in which workers could benefit from a knowledge of the subjects.

3. Allow a member from each group to report on the investigations.

B. The student will identify school subjects which relate to various occupations.

1. Conduct a class discussion of specific occupations and list them on the board.

2. Continue discussion to identify school subjects most relevant to each occupation. Have class rank subjects to indicate the three considered to be most important.

3. Identify clusters to which each occupation belongs.

4. Divide class into groups and assign each group one cluster to research. Have groups find out details regarding kinds of occupations and jobs making up each cluster and subjects associated with each cluster.

5. Compare group information about subjects needed for clusters with original class matches of school subjects with occupations and correct discrepancies which may exist.

C. The student will identify school subjects which relate to job interests.

1. Invite the guidance counselor to speak about general school scheduling procedures and ways in which student occupational interests are met through course assignment and counseling.

2. Set up five or six hypothetical situations to include persons with occupational interests in major career areas. Have each student select one case and schedule a four-year high school program for that case.

3. Have selected students present their cases and justify scheduling assignments in terms of occupational interests of the hypothetical case.

SUGGESTED CLASSROOM EVALUATION:

Give students a list of ten jobs and have students select two, identify the school subjects most relevant to those two, and give a written explanation of why these subjects are the most relevant.

EXTENDED ACTIVITIES:

1. Have a panel of teachers discuss "Why (subject area) is occupationally important?"

2. Have students design new school subjects which might be relevant to jobs recently created by changing technology.

VOCABULARY:

avocation
career cluster
certification
competency
diploma
occupation
prerequisite
requirement
salary
vocation

Work Objective 4.1.1.19

Identify Basic Requirements for Employment in Specific Jobs

GOALS: To know and understand the options, opportunities, and requirements of the world of work

COMPETENCY: Understanding the nature, structure, and requirements of work

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Levels: Grades 9-11

B. Curriculum Concepts/Content:
- Health
- Housing
- Manuals
- Physical requirements
- Safety gear
- Special equipment
- Tools
- Transportation
- Uniforms

C. Behaviors To Be Demonstrated: Identifying and explaining

SUGGESTED LEARNING ACTIVITIES:

A. The student will identify special requirements for three occupations of interest.

1. Have students identify three occupations in which they are interested.

2. Have students write a brief pamphlet for each occupation describing and simply illustrating special requirements such as clothing, tools, and transportation needed for these occupations.

3. Display pamphlets for the class on a bulletin board.

B. The student will interview a worker in an occupation about special requirements for that occupation.

1. With students, discuss conducting an interview. List basic steps on board and role-play several interviews in class.

2. Develop an interview checklist which includes questions such as the following:

a. What are several pieces of equipment most often used on your job?
b. What tools are supplied by your employer?
c. What tools must you provide?
d. What machinery do you operate?
e. What protective clothing do you use, for what purposes?
f. What transportation do you need to get to your job?

3. Have students identify a worker and conduct an interview, then have class share individual results together. Project training/educational requirements which may become apparent as a result of special requirements for the various jobs.

C. The student will identify occupational areas which have special requirements.

1. Have students develop data for a "What's My Line?" game by selecting an unusual occupation, researching it, and finding out three special requirements (tools, clothing, transportation) associated with that job.

2. Set up "What's My Line?" sessions with four students serving as panel and three "guests." The aim is for the panel to identify an occupation through timed questions (three minutes per panel member) of each guest. Guests are permitted to describe only the three special requirements for their jobs.

SUGGESTED CLASSROOM EVALUATION:

Give students a list of ten generally-known jobs. Ask each student to select two and list the special requirements of tools, clothing, and transportation associated with that job.

EXTENDED ACTIVITIES:

1. Have students visit a job-site and observe a person performing on-the-job activities related to specific occupations. Have them report on their observations about special requirements.

2. Have students bring to class examples of special clothing and tools used in occupations of their choice.

3. Have a resource person come to class and give a presentation on the special requirements needed for a particular job.

VOCABULARY:

deductions
job requirement
professionalism
safety codes
status
taxable
tools

GOAL 4.2

TO UNDERSTAND AND VALUE THE RELATIONSHIP BETWEEN PERSONAL INTERESTS AND ABILITIES, AND WORK OPTIONS AND OPPORTUNITIES

Competency 4.2.1

Identifying and Relating Personal Qualities to Employment

Work Objective 4.2.1.1

Match Local Occupational Opportunities with Personal Interests and Abilities

GOALS: To understand and value the relationship between personal interests and abilities, and work options and opportunities

COMPETENCY: Identifying and relating personal qualities to employment

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Levels: Grades 9-11

B. Curriculum Concepts/Content: Personal interests
Personal abilities

C. Behaviors To Be Demonstrated: Identifying and relating

SUGGESTED LEARNING ACTIVITIES:

A. The student will identify personal interests and abilities.

1. Ask each student to carry out a "non-stop" occupational, personal interest exercise in which he or she lists as many personal interests as possible in five minutes.

2. Next have students list the top five in priority of interest and identify for each some regular activity supporting the interest.

3. Have students assess their own abilities by obtaining an evaluation of their ability by relatives, friends, teachers, and past employers. Develop a composite chart of this information to be shared with the class.

4. Have students combine information gained in an interests and abilities folder.

B. The student will match local occupational opportunities with personal interests and abilities.

1. Have students use want ads, and school and community job information resources to identify three locally-available jobs which seem interesting.

2. Have students develop posters depicting how these three jobs relate to personal interests and abilities.

C. The student will identify local job opportunities which match occupational, personal interests and abilities of other students.

1. Have students work in pairs to "find" jobs for each other. One student should first interview the other for interests and abilities. The interviewing student should use school and community resources to identify three jobs that might be interesting to the student being interviewed. Then have students reverse roles and repeat the process.

2. When each student has been interviewed and prescribed three jobs, have each rate the jobs found on a five-point scale as to the degree to which they match personal interests and abilities.

SUGGESTED CLASSROOM EVALUATION:

Give each student a copy of want-ads from the local paper and ask each to select one locally-available occupation and justify that choice in writing in terms of three occupational personal interests and three personal abilities.

EXTENDED ACTIVITIES:

1. Have students research jobs which they would not want to have. At the conclusion of the research, have them explain why earlier feelings were confirmed or changed.

2. Invite local employment counselors to speak about jobs and their relationships to personal interests and abilities.

VOCABULARY:

ability
alternative
aptitude
availability
brochure
career cluster
job description
occupation
primary
secondary

Work Objective 4.2.1.2

Identify Occupations Which Relate to Personal Interests, Aptitudes, and Values

GOAL: To understand and value the relationship between personal interests and abilities, and work options and opportunities

COMPETENCY: Identifying and relating personal qualities to employment

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Levels: Grades 9-11

B. Curriculum Concepts/Content: Self-assessment

C. Behaviors To Be Demonstrated: Identifying and relating

SUGGESTED LEARNING ACTIVITIES:

A. The student will use self-assessment techniques such as interest inventories and aptitude tests.

1. Arrange with the school counselor to provide you with interest and aptitude scores for your students. Some of the commonly used measures include the following:

Aptitude Tests	Interest Inventories
Differential Attitude Test	Kuder
General Aptitude Test Battery	Strong-Campbell
	OVIS
	VIESA
	JOB-O
	P.I.E.S.

2. Have students analyze the results and complete a profile of their interests, aptitudes, and talents.

3. Arrange for the school counselor to interpret the students' profiles in small groups or individually and include the kinds of occupations or career areas which relate to the profiles.

4. Include the profiles and list of occupations in the student's career folder.

B. The student will identify the characteristics of those occupations which relate to his values.

1. Students will list occupations and characteristics which relate to students' values in the following chart:

Occupation	Salary		Characteristics: Training/Education	Travel	
Engineering technician	12,000	✓	2-yrs. college	yes	o
Key punch clerk	7,000	o	vocational school	no	✓

After determining the characteristics of the occupation, place a check ( ) beside those that are positive or important to you and a zero (o) beside those that are negative or not important to you.

2. Have the students choose five occupations which have characteristics related to their values.

3. Direct the students to include the completed chart and their choices in their career folders.

C. The student will make or add to his/her career plan a list of occupations which are compatible with his/her interests, aptitudes, and values.

1. Introduce the Dictionary of Occupational Titles and the meaning of each digit in the code. Using the Dictionary of Occupational Titles and the above list of jobs or a similar list, have the students identify the classification of jobs selected and indicate whether the work is oriented to people, data, or things.

2. Have students use a standardized format and make a profile, listing the top five occupations which are compatible with their interests, aptitudes, and values.

SUGGESTED CLASSROOM EVALUATION:

Have students identify three areas of strong interest, aptitude, and work values. Then ask them to list three occupational choices in writing in terms of personal interests, aptitudes, and values.

EXTENDED ACTIVITIES:

1. Have students make posters or bulletin board displays, listing jobs or careers according to the aptitudes, interests, and values required for success in these occupations.

2. Get students to arrange for a career day through cooperation with guidance, school administration, and the business community, inviting guest speakers and featuring displays.

VOCABULARY:

aptitudes
cluster
interest inventories
occupations
personal interests
self-assessment
work values

Work Objective 4.2.1.8

Identify Qualities Employers Commonly Seek in Job Applicants

GOAL: To understand and value the relationship between personal interests and abilities, and work options and opportunities

COMPETENCY: Identifying and relating personal qualities to employment

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Levels: Grades 6-8

B. Curriculum Concepts/Content:

Academic achievements	Neatness
Adaptability	Organization
Communications skills	Past experience
Conscientiousness	Physical appearance
Courtesy	Professionalism
Creativity	Punctuality
Decision-making skills	References
Initiative	Responsibility, dependability
Mannerisms	Speech
Medical background	Willingness to work

C. Behaviors To Be Demonstrated: Identifying and explaining

SUGGESTED LEARNING ACTIVITIES:

A. The student will make a list of personal qualities employers look for in a potential employee.

1. Have students brainstorm what they think employers look for in a potential employee and make a list of these.

2. Arrange for students to interview employers or employees to find out what employers look for in a potential employee.

3. Modify the list of qualities made prior to interviews with employers and employees.

B. The student will discover what employers look for in a potential employee.

1. Invite a personnel director or employer to speak to the class, describing the interview process and the qualities one looks for in a potential employee.

2. Have students take notes of the qualities discussed.

3. Set up a hypothetical job situation and have students role-play a job interview.

C. The student will simulate and critique mock job interviews.

1. Select some students to prepare a mock interview that will portray appropriate personal qualities.

2. Select a few students to prepare a mock interview that will portray inappropriate personal qualities.

3. Have class review and critique both interview to determine if appropriate or inapprorpiate personal qualities were displayed.

4. Summarize key points discussed.

SUGGESTED CLASSROOM EVALUATION:

Require students to write a short paper describing five important qualities employers look for in potential employees.

EXTENDED ACTIVITIES:

1. Plan a debate on what should or should not be personal qualities in employees.

2. Have students conduct a community survey of employers to find their views of personal qualities in employees.

3. Video-tape mock interviews between employers and prospective employees regarding personal qualities in employees.

VOCABULARY:

ambition
assertiveness
conscientiousness
courtesy
decision-making skills
initiative
mannerisms
medical background
organization
personality (easy to get along with)
personal qualities
physical appearance
professionalism
punctuality
responsibility

Work Objective 4.2.1.9

Describe Behavior That is Appropriate for a Particular Work Situation

GOAL: To understand and value the relationship between personal interests and abilities, and work options and opportunities

COMPETENCY: Identifying and relating personal qualities to employment

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Levels: Grades 9-11

B. Curriculum Concepts/Content:

Conscientiousness	Punctuality
Enthusiasm	Responsibleness
Following directions	Willingness to work
Helpfulness	Work situations
Laziness	

C. Behaviors To Be Demonstrated: Describing

SUGGESTED LEARNING ACTIVITIES:

A. The student will develop concepts of appropriate work attitudes and behaviors.

1. Have students describe school and work situations in which appropriate attitudes and behaviors are important: long-term assignments, accepting criticism, working well in a group, supervising others, resolving conflicts.

2. Have students compile a class list of behaviors which are appropriate for work situations: enthusiasm, punctuality, courtesy, helpfulness.

3. In class discussion and possibly through bulletin board displays, lead students to discover the application of appropriate work behaviors in school settings.

B. The student will examine various work settings for the appropriate behaviors expected by employees.

1. Invite guest speakers from varied work settings to describe characteristics of their jobs, including employer expectations of appropriate attitudes to have on the job.

2. Have students view selected TV programs, both instructional and commercial, which shown a person in a specific work setting. Have students identity behaviors demonstrated and how realistic they appear to be.

C. The student will list several jobs considered for future employment and list the work behaviors and attitudes appropriate for each job.

1. Have students investigate several jobs in which they are interested.

2. Beside each job, have students list the work behaviors and attitudes appropriate for it.

3. Compare the lists from all class members and make a chart listing all behaviors by job titles.

D. Students will role-play behavior appropriate for particular work situations.

1. Develop a number of scenarios around ideas such as:

a. A nurse working with terminally ill patients
b. A supermarket cashier who doesn't like routine tasks
c. A laboratory scientist who is very methodical
d. A counselor who is very empathetic with students
e. A sanitation worker who likes the outdoors but dislikes the low-social status of job

2. Divide class into small groups and give each group a scenario. Have each group develop a five minute skit/role-play in which a worker engages in three appropriate behaviors and two behaviors which are not appropriate.

3. Have groups role-play their skits and other class members identify and discuss both appropriate and inappropriate behaviors demonstrated. Make efforts to help students discriminate between a situation where task behavior is necessary and appropriate and where human relations skills are necessary and appropriate.

SUGGESTED CLASSROOM EVALUATION:

Present students with three work scenarios, each of which contains three appropriate and two inappropriate behaviors. Require students to describe each behavior and tell why it is appropriate or inappropriate.

EXTENDED ACTIVITIES:

1. Have students list adjectives which would describe good behavior characteristics in a person applying for a job or in one presently holding a job. Then construct a list of adjectives which would describe undesirable behavior for a person in the same situation. Discuss the differences.

2. Have class construct a questionnaire pertaining to "on the job" behavior and send it to several employers. Discuss the results. Be sure to include willingness to follow directions, helpfulness, enthusiasm, punctuality, laziness, lack of conscientiousness, irresponsibility.

VOCABULARY:

conscientious
enthusiasm
laziness
punctuality
work behavior

Work Objective 4.2.1.10

Describe the Importance of Time in a Particular Work Setting

GOAL: To understand and value the relationship between personal interests and abilities, and work options and opportunities

COMPETENCY: Identifying and relating personal qualities to employment

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Levels: Grades 9-11

B. Curriculum Concepts/Content:
- Efficiency
- Effectiveness
- Logistics
- Human relationships
- Monetary benefits

C. Behaviors To Be Demonstrated: Identifying and explaining

SUGGESTED LEARNING ACTIVITIES

A. The student will discuss relationships between time and work.

1. Conduct a general discussion on the relationships between time and work, covering such questions as the following:

   a. What kinds of hours do various skills of business and industry keep? Why?
   b. What kinds of adjustments do employers make for personal time schedules?
   c. Why are time schedules important to production?
   d. How do employees and employers mutually support time demands in work meetings.
   e. What does the phrase "time is money" mean?

2. Have students take notes of key ideas in discussion and review them with each other.

B. The student will read short descriptions of job situations to understand time and work concepts.

1. Discuss part-time work situations that are realistic for students: babysitting, lawn cutting, newspaper deliveries, supermarket checker.

2. Create imaginary cases dealing with pay: overtime, lateness, sick leave, hourly wage, piece work.

3. Collect and duplicate time sheets or time cards from a variety of local businesses and industries.

4. Have students list the various time and work concepts they have learned from the above activities.

C. The student will describe ways employers might make more efficient use of employee time.

1. Research the "Hawthorne" effect in the literature of work and prepare a simple description of this for the class.

2. In a general discussion, help the class determine instances in which change of some sort appears to have increased personal productivity (changing the location of a study area, attacking a job from a different angle).

3. Have student identify one local business or industry, observe the location for several hours, and then propose a simple change in the environment of that business or industry that might result in a "Hawthorne" effect increase in productivity.

4. Have students share proposals with class and critique suggestions.

SUGGESTED CLASSROOM EVALUATION:

Have students write a brief paper describing five critical relationships between time and work in a particular setting.

EXTENDED ACTIVITIES:

1. Have students survey local businesspersons on their views about the importance of time in the world of work.

2. Have students investigate and report on the use of "flex-time" by government, business, and industry.

3. Have students role-play discussions between a supervisor and an employee who is habitually late.

VOCABULARY:

deadlines
efficiency
flex-time
production schedules
punctuality
quotas
shift work
time card
work schedule

GOAL 4.3

TO DEMONSTRATE A BROAD RANGE
OF ENTRY LEVEL EMPLOYABILITY SKILLS

Competency 4.3.1

Applying Job-Seeking Skills

Work Objective 4.3.1.1

Develop a Profile of Personal Characteristics Based on School Work, Test Results, and Non-School Activities

GOAL: To demonstrate a broad range of entry level employability skills

COMPETENCY: Applying job-seeking skills

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Levels: Grades 9-11

B. Curriculum Concepts/Content:
- Abilities
- Aptitudes
- Goals
- Interests
- Limitations
- Personality traits
- Values

C. Behaviors To Be Demonstrated: Identifying and listing

SUGGESTED LEARNING ACTIVITIES:

A. The student will identify components of a comprehensive personal profile.

1. Discuss with students the term profile as it is used in art and the world of work.

2. In continued discussion, have class develop a set of components for a comprehensive personal profile. Be sure to discuss questions such as the following:

   a. What information that is directly related to work should be included?
   b. What information to reveal appropriate personal characteristics should be included?
   c. What information should not be included?

3. Based on discussion, construct and duplicate a class form for a comprehensive personal profile. Duplicate copies for each student.

4. Obtain copies of standard personal profile sheets from the guidance counselor or the local office of the state employment agency. Compare standard profiles to the class-developed form. What differences exist? Why?

B. The student will collect materials for developing personal profiles.

1. Discuss possible sources of information for personal profiles, such as the following:

a. interest profiles
b. aptitude tests
c. school records
d. extra curricular participation records
e. personal references and evaluations
f. community work and service records

2. Obtain interest and aptitude tests from student records existing in the school and encourage students to take these and keep records of results.

3. Have students compile records of their own grades, results from interest and aptitude tests, extra-curricular activities, and community work and service.

4. Have each student obtain three personal references and evaluations, one from a friend.

5. Have students combine and keep all materials in a career folder.

C. The student will develop a comprehensive personal profile based on schoolwork, test results, and non-school activities.

1. Present students with at least three alternative personal profile forms. Ask each student to select one which he/she finds most satisfactory.

2. Assist students in completing personal profiles. Evaluate each profile in terms of neatness and completeness and return to students with suggestions of where they might go to gain missing information.

3. Make a copy of the profile which can be included in the student's career folder.

SUGGESTED CLASSROOM EVALUATION:

Have each student develop a profile of personal characteristics (based on behaviors, test results, and non-school activities) that is legible and complete in each component.

EXTENDED ACTIVITIES:

Ask students to write letters to old classmates (ten years after graduation), describing how their personal characteristics have helped them with their job.

VOCABULARY:

aptitude	goals	inventory	personality	skill
autobiography	hobby	limitation	profile	values

Work Objective 4.3.1.5

Demonstrate Skills, Attitudes, and Behaviors Important for a Job Interview

GOAL: To demonstrate a broad range of entry level employability skills

COMPETENCY: Applying job-seeking skills

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Levels: Grades 9-11

B. Curriculum Concepts/Content:
- Appropriate speech
- Courtesy
- Enthusiasm
- Flexibility
- Interest
- Listening skills
- Neatness
- Punctuality
- Questioning skills
- Self-confidence
- Tact
- Writing skills

C. Behaviors To Be Demonstrated: Demonstrating in real or simulated situations

SUGGESTED LEARNING ACTIVITIES:

A. The student will identify skills, attitudes, and behaviors needed to prepare for a job interview.

1. Have class critique print or non-print accounts of case studies on proper preparation for a job interview.

2. Discuss critiques in class with students and list significant skills, attitudes, and behaviors on chalkboard.

B. The student will identify skills, attitudes, and behaviors appropriate within an interview setting.

1. Invite a placement officer or guidance counselor to class to discuss proper job interview behaviors. Provide time for questions and answers about specifics, such as clothing, language, and time.

2. Based on information received, have students develop their own interview checklists identifying at least 12 indicators of attitude and behaviors appropriate to a successful interview.

3. With the help of three students, conduct a mock interview which contains both appropriate and inappropriate behaviors and attitudes. Have remainder of class evaluate interviews with checklists developed and discuss outcomes.

C. The student will demonstrate skills, attitudes, and behaviors appropriate within an interview setting.

1. Secure parental permission to set up interviews for interested students with non-school based interviewers.

2. Have the interviewers rate student performances and report findings to the teacher.

SUGGESTED CLASSROOM EVALUATION:

Measure the composite interview results against the 11 behaviors listed in the following job interview checklist:

1. Dressed appropriately
2. Groomed properly
3. Showed good posture
4. Exhibited positive attitude
5. Introduced himself/herself
6. Kept eye contact with interviewer
7. Spoke slowly, loudly, and clearly
8. Gave appropriate information about himself/herself, such as experience, education, and training
9. Got necessary job information from the interviewer, such as kind of job, job requirements, chances for advancement, hours, pay
10. Gave brief, but complete answers
11. Thanked the interviewer

EXTENDED ACTIVITIES:

1. Help students schedule an appointment at an employment agency and ask the interviewer for suggestions on how to improve interviewing skills.

2. Prepare a film or video-tape on job interviews with the class.

VOCABULARY:

applicant	personnel interviewer	skills
career	poise	union
labor	retirement plan	wages
pension	salary	workers benefits

Work Objective 4.3.1.7

Identify Employers and Job Opportunities in the Local and Surrounding Communities

GOAL: To demonstrate a broad range of entry level employability skills

COMPETENCY: Applying job-seeking skills

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Levels: Grades 9-11

B. Curriculum Concepts/Content:
- Classified ads
- Community centers
- Friends and relatives
- Job banks
- Placement services
- Public and school libraries
- Services of local churches and civic organizations
- Yellow Pages

C. Behaviors To Be Demonstrated: Identifying and using

SUGGESTED LEARNING ACTIVITIES:

A. The student will identify methods for obtaining job-opportunity information.

1. Ask students to interview recent graduates, friends, or parents to determine how they found out about job opportunities.

2. Ask students to present reports on their interviews.

3. Discuss methods and sources of job opportunities described.

B. The student will demonstrate knowledge of at least three major employers in local communities by describing job opportunities, skill requirements, salaries, and job benefits for each.

1. Initiate a class discussion on methods of identifying employers and job opportunities in the community. (Discuss the difference between "employer" and "job opportunity.")

2. Provide examples of the following sources of job information:

a. Yellow Pages
b. Personal file and job openings
c. Placement services: schools, federal job information center, state employment services, civil service commission, local government personnel department, private
d. Classified ads
e. Friends, relatives
f. Services of local churches, civic organizations, community centers
g. Telephone
h. Public and school libraries
i. Letters of inquiry
j. Job bank

3. Have students explore the various sources of job information to identify employers and job opportunities.

4. Compile a class directory of employers and job opportunities.

C. The student will survey the job market in a town, city, or region.

1. Have students share their present knowledge about what constitutes effective job-seeking strategies (what has worked for them).

2. Have students develop plans for surveying three fields of interest. These should include the following:

a. reasons for choice
b. tools and resources they will use
c. a time schedule
d. their estimates of the strategies they think will be most effective

3. Divide class into four groups and assign development of the following:

a. survey forms
b. interview sheets
c. telephone interview techniques
d. letters of inquiry

Send the four groups out to conduct their part of the survey.

4. Share results with the class.

SUGGESTED CLASSROOM EVALUATION:

Have students list employers and job opportunities known to them prior to instruction. File the lists. At the end of instruction, have students recreate their lists. Compare the two lists for new information learned.

EXTENDED ACTIVITIES:

1. Have each pupil interview ten people and chart how the people found job opportunities.

2. Have a class tour conducted at the closest job information center. Note with the class location of the place, services, and procedures for use.

3. Obtain a Sunday edition of selected newspapers. Have the class look at want-ads and compare types of jobs in various geographic areas.

VOCABULARY CONCEPTS:

civil service commission
job information center
job brief
personnel department
state employment service

GOAL 4.4

TO APPLY CAREER PLANNING
AND DECISION-MAKING SKILLS

Competency 4.4.1

Demonstrating Career Planning
and Development Skills

Work Objective 4.4.1.3

Identify Alternative Personal Career Goals

GOAL: To apply career planning and decision-making skills

COMPETENCY: Demonstrating career planning and development skills

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Levels: Grades 9-11

B. Curriculum Concepts/Content:
- Future outlook of jobs
- Personal abilities
- Personal goals
- Personal needs

C. Behaviors To Be Demonstrated: Identifying and relating

SUGGESTED LEARNING ACTIVITIES:

A. The student will discuss perceptions of how certain career objectives are related to current life styles.

1. Introduce the topics of life styles and life values to students by having them brainstorm and debate the changing work ethic across generations: should preferred life styles take precedence over career choice or should careers influence life styles?

2. Have students describe the life styles associated with various jobs: sedentary/active, outdoor/indoor, people/things, leader/follower.

3. Have students list a life style for each job in their notebooks.

B. The student will explore relationships between personal preferences and alternative careers.

1. Ask students to describe current life styles through a weekly log describing after school activities and to suggest how these might relate to career objectives.

2. Have students relate a preferred life style to several alternative job choices in terms of compatibility/incompatibility.

C. The student will identify various factors which effect alternative career choices.

1. Discuss with students the role that worker mobility plays in occupational opportunities and in job retention: ability to transfer skills across settings and jobs.

2. Ask students to identify an occupation that may become obsolete and have them list specific job alternatives for someone displaced from such a position.

3. Ask students to explain how employment trends could affect a tentative career choice and how one could adjust to such a change.

4. Ask students to identify local occupations for which the supply exceeds the demand for one location but the demand exceeds the supply to another location. Relate supply and demand to job status.

5. Have students interview at least two working adults who have experienced job changes in order to discuss how changes in their lives brought about changes in their jobs.

6. Assign students an indepth interview with one adult worker that determines his/her estimate of the major influence over career selection: economics, social status, or personal meaning. Have students report their findings to the class and discuss their agreement/disagreement with those findings.

SUGGESTED CLASSROOM EVALUATION:

Have students develop a profile which portrays the relationship between life style and number of alternative career choices relating to a life style.

EXTENDED ACTIVITIES:

Have students construct a timeline chart which shows the relationship of life style to alternative career choices.

TIME	LIFE STYLE	ALTERNATIVE CAREER CHOICE
1. Present	Single, no responsibilities	Part-time job or full-time minimum wage
2. Ten years in future	Married, one young child, need to make more money	One full-time and one part-time in stationary location, enrolled in advanced training to obtain better position
3. Twenty years in future	Married, two teenage children, desire to get more enjoyment in life	Full-time job at a managerial level that permits one to travel

VOCABULARY:

compatibility	job retention	obsolete occupations	work ethics
economic rewards	job status	personal value system	worker mobility
job preferences	life style	social status	work values

Work Objective 4.4.1.4

Identify Steps for Making Career Decisions

GOAL: To apply career planning and decision-making skills

COMPETENCY: Demonstrating career planning and development skills

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Levels: Grades 6-8

B. Curriculum Concepts/Content:
- Gathering and evaluating career information
- Gathering information about self
- Developing tentative career goals
- Implementing goals and objectives
- Evaluating consequences of implementation
- Revising goals and objectives

C. Behaviors To Be Demonstrated: Describing and using

SUGGESTED LEARNING ACTIVITIES:

A. The student will specify, either orally or in writing, the basic components of the decision-making process.

1. Review with class an example of decision-making they all share--selection of clothes, time to get up in the morning. Isolate the six steps involved in these decisions:

   a. Define the problem
   b. Gather data
   c. Formulate alternatives
   d. Make choice
   e. Take action
   f. Evaluation outcome

2. Ask students to prepare and report on a recent decision they made in which the above steps were taken.

3. Request from students examples of decisions that were made when these steps were not followed. Compare the consequences of each method used.

B. The students will role-play a particular career decision sequence as it might occur in their own lives or in the life of someone they know: parent, friend, or relative.

1. Discuss with students the relationship between career decision-making and personal decision-making. Ask them to compare the purchase of a car with the "sorting and elimination" process associated with career choice, for example.

2. Ask students to present a case study of an anonymous friend's or family member's process through a career-decision sequence. Have class evaluate the effectiveness and outcome of the reported decision in terms of the information given.

3. Assign students the task of following a particular work-related decision through to its consequence: part-time employment, selection of a vocational course, volunteer service in the community, operating one's own business.

4. Conduct a class discussion on how a decision can be evaluated in terms of its effectiveness: how could a poor decision influence future action or strategy.

5. Brainstorm with students typical school-based decisions (course selections, schedules, extracurricular activities, clubs, choice of friends) that have implications for career-choice strategies.

C. The student will discuss both internal and external influences upon career decisions and their modifying impact on the process.

1. Ask students to list external influences they <u>cannot</u> control when arriving at a particular career decision: job vacancies, psychological barriers, lack of experience, needed skill level associated with specific job.

2. Compare these with variables which students can control by discussing their capacity to influence a given outcome through (a) motivation, (b) accurate, current information, (c) skill development, (d) resources and contacts, (e) perseverance, and (f) knowledge of laws and regulations.

3. Have groups of students role-play examples of successful and unsuccessful strategies employed in a career decision sequence. (Example: Without information about oneself and one's abilities and interests, a student could not arrive at a <u>reasoned</u> career decision.)

SUGGESTED CLASSROOM EVALUATION:

Have students apply the six steps of the decision-making process to a specific example of a paid or non-paid work experience they have had or are planning to begin.

EXTENDED ACTIVITIES:

1. Assign groups of students to investigate family members on the brink of making personal or career decisions. Request them to report on how much help they were able to provide, using the six-step model.

2. Ask a school counselor to administer a battery interest and aptitude test to each student. After the counselor interprets results to students, ask them to share their perceptions about how important this information is as a decision base.

VOCABULARY:

ability test
aptitude test
data-gathering
decision-making
evaluation
interest inventory
options
problem definition
self-assessment
tentative choice

Work Objective 4.4.1.5

Identify Alternate Ways To Reach Career Goals

GOAL: To apply career planning and decision-making skills

COMPETENCY: Demonstrating career planning and development skills

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Levels: Grades 9-11

B. Curriculum Concepts/Content:
- First-hand experience
- Exposure to people in specific careers
- School or community resources
- On-the-job training
- Pursuit of a career plan

C. Behaviors To Be Demonstrated: Identifying and explaining

SUGGESTED LEARNING ACTIVITIES:

A. The student will identify ways to gain information and/or training in specific fields.

1. Conduct class discussion with present or recently graduated students enrolled in apprenticeship, CETA, vocational programs, or work study. Obtain their perceptions about the best and the worst strategies for achieving career goals.

2. Invite local employers to the class in order to share their preferences and insights about the best "credentials" for job-seekers:

   a. Skill training vs. willingness to be trained on the job
   b. Measured abilities vs. aptitudes and interests
   c. Personality traits
   d. Academic ratings
   e. Leadership skills vs. rollover skills

B. The student will demonstrate familiarity with the different steps that may be taken to reach a career goal.

1. Assist students in constructing a personal career plan or individualized employability development plan which should include the following components:

   a. Student's career goal
   b. Educational strategies to reach the goal
   c. Skills and training methods to reach the goal
   d. Work experience ways to reach the goal

C. The student will identify school and community resources that could assist in achieving career objectives.

1. Discuss with students their perceptions of community resources that they could employ in reaching career objectives. Discuss and add examples to this list:

   a. Social contacts in their own age group
   b. Family members
   c. Service providers to their families (familiar gas station owners, mail carriers, fire and police stations, grocery stores, tailors, cleaners)
   d. Employment services
   e. Manpower training aides
   f. Human resource departments in local districts
   g. Congressional district representatives
   h. Civic and philanthropic groups
   i. Youth organizations
   j. Churches and synagogues
   k. Feeder schools and colleges
   l. Recreational and parks departments
   m. Social/cultural groups (theatre, art, music)

2. Have students investigate school-based services they could employ in reaching career objectives:

   a. School counselor (guidance, information, placement)
   b. Vocational teacher (skill development)
   c. CETA in-school programs
   d. Specific academic subjects and their teachers
   e. Access to microfiche and other computerized job information files
   f. Library and media personnel and equipment
   g. Information about careers in education/administration
   h. Food service personnel
   i. Clerical careers
   j. Home economics teachers
   k. School nurse

SUGGESTED CLASSROOM EVALUATION:

Have students describe, in writing, five of the most effective strategies to reach a career objective.

EXTENDED ACTIVITIES:

Ask groups of students to design bulletin boards keyed to alternative career achievement paths through college, vocational training, independently secured work experience, apprenticeships, cooperative or work study programs.

VOCABULARY:

alternate	comparison	job cluster
career achievement	evaluation	paraprofessionals
career objective	exploration	tentative

Work Objective 4.4.1.6

Identify Education Opportunities Available in Selected Careers

GOAL: To apply career planning and decision-making skills

COMPETENCY: Demonstrating career planning and development skills

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Levels: Grades 9-11

B. Curriculum Concepts/Content:
- On-the-job training
- Education
- Military training
- Tuition payments

C. Behaviors To Be Demonstrated: Identifying and explaining

SUGGESTED LEARNING ACTIVITIES:

A. The students will be able to describe at least three job categories in which continuing education and/or training is routinely provided.

1. Bring in outside resources such as the military, local industry, and business to discuss and explain educational opportunities within their fields and why they believe them to be important.

2. Using the library media center and career eduction center, ask students to research the educational opportunities available within a career area that interests them.

3. Ask representatives from state and local agencies working on special educational programs and/or projects to visit classroom to share ways of obtaining information on educational opportunities available.

4. Have students summarize findings in a brief paper.

B. Students will discuss the advantages and disadvantages of jobs providing continuing education and/or training vs. those which do not.

1. Arrange for a panel discussion with the school's vocational education staff, an apprenticeship trade, and military service representative (with the school counselor serving as moderator). Explore with students the options presented by each philosophy of training and preparation illustrated.

2. Assign students the task of defining and distinguishing between "dead-end" jobs and jobs that offer growth, training, and/or further education benefits. Ask them to report their perceptions to classmates, including variations in starting salary and fringe benefits associated with each classification.

3. Invite speakers from nearby community colleges and/or universities to share information on college work study, two-year certificate programs, cooperative education programs, and other options available to students who wish to combine continuing education with work.

4. Ask students to debate or defend their choices of jobs starting at a relatively high salary but offering no advancement education options with those who choose jobs starting at a lower pay scale but offering growth opportunities.

C. The student will explore alternative educational routes to a career objective.

1. Conduct class discussion on immediate and long-term rewards associated with specific jobs in which students are interested: economic, status, mobility, parental vs. peer approval.

2. Using a list of the 25 best known occupational fields, ask students to classify them according to (a) prestige, (b) economic reward, (c) skill level for entry, (d) growth in job opportunity, and (e) personal attractiveness. Discuss discrepancy profiles obtained.

3. Challenge students to chart their courses through four alternative career routes to reach <u>one</u> career objective: to manage their own home improvement firm, for example. Ask them how they would achieve this objective best--military training opportunity, apprenticeship, two or four-year college, or vocational-technical training.

SUGGESTED CLASSROOM EVALUATION:

Have students describe educational/training opportunities within one career area including (a) vocational skill training at high school or community college level, (b) the military, (c) the apprenticeship trade route, and (d) the four-year college.

EXTENDED ACTIVITIES:

1. Ask students to discuss with relatives or friends other on-the-job variables influencing career choice: health, location, tuition reimbursements, upgrading opportunities.

2. Have students interview representatives of skilled, semi-skilled, and unskilled trades to determine entry level vs. maintenance level requirements of each area.

3. Have students identify those fields influenced, modified, or possibly eliminated by virtue of technological change.

VOCABULARY:

adult continuing education
apprenticeship
cooperative education
entry-level
job clusters
opportunity
postsecondary
vocational education
voluntary armed forces
work study

Work Objective 4.4.1.7

Identify Criteria for Selecting Programs, Schools and Courses Designed To Prepare an Individual for a Job

GOAL: To apply career planning and decision-making skills

COMPETENCY: Demonstrating career planning and development skills

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Levels: Grades 9-11

B. Curriculum Concepts/Content:

- Accreditation
- Financial considerations
- Job placement capabilities
- Laboratory facilities
- Location
- Program options
- Relationship to job requirements
- Research facilities
- Size of campus
- Staff credentials
- Standing with industry or profession
- Student/teacher ratios

C. Behaviors To Be Demonstrated: Identifying and evaluating

SUGGESTED LEARNING ACTIVITIES:

A. The student will describe a personal set of criteria for selecting job training programs or schools.

1. Direct students to discuss, in small groups, criteria that would be important to them personally in selecting training or eduction: training before graduation, training on the job, opportunities to get away from home, personal relationships with other students.

2. Have them develop individual lists of personal considerations important in selecting job training programs or schools and then list them in order of importance to the individual.

B. The student will pick an occupation of interest and select two or more appropriate preparatory schools or programs by using evaluation criteria.

1. Have students select an occupation in which they are interested and determine the educational or training requirements from an occupational handbook.

2. On the basis of the occupational requirements, ask students to develop a set of evaluation criteria.

3. Direct students to use a career information system to identify schools or programs which provide the education or training.

4. Have students apply appropriate evaluation criteria in order to select two or more preparatory schools or programs.

C. The student will identify criteria for evaluating school programs for job preparation.

1. Invite a counselor to speak to the class about criteria used in licensing accrediting schools or programs.

2. Have students collect advertisements or brochures describing at least three professional, trade, or vocational schools related to their occupational interests and examine this literature for evidence of:

   a. licensing or accreditation
   b. special training for meeting job requirements
   c. claims about numbers of graduates hired
   d. costs and length of program
   e. quality of staff
   f. physical facilities
   g. location

3. Have students rank them in order according to most or least adequate in meeting the job and personal needs.

SUGGESTED CLASSROOM EVALUATION:

Have students list five basic criteria for evaluating programs and schools designed to prepare individuals for jobs. Criteria should include certification, relationship between training and job requirements, placement of graduate, costs, outcome credentials.

EXTENDED ACTIVITIES:

1. Have a representative from a commercial school or program speak to the class and respond to evaluative questions prepared by students.

2. Have students write ads for schools and programs, then invite other students to evaluate them for evidence of criteria.

3. Write to an agency advertising a course or program designed to prepare one for specific jobs and ask for responses to specific evaluation questions.

VOCABULARY:

accreditation
catalogue
certification
credential
prerequisite
reciprocity

Work Objective 4.4.1.15

Identify Job Characteristics Which May Affect Career Choices

GOAL: To apply career planning and decision-making skills

COMPETENCY: Demonstrating career planning and development skills

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Levels: Grades 9-11

B. Curriculum Concepts/Content:

Educational opportunities	Time demands
Educational requirements	Travel requirements
Financial benefits	Work environment
Opportunities for advancement	Work mates

C. Behaviors To Be Demonstrated: Identifying and relating

SUGGESTED LEARNING ACTIVITIES:

A. The student will develop a class scrapbook of job information such as work hours, salary, fringe benefits, experience required, and restrictions.

1. Have students select different jobs and cut out want ads listing salary, fringe benefits, and other information.

2. Ask each student to interview at least one worker for similar information, then compile a scrapbook and place it on file in the guidance office.

B. The student will make an oral presentation to the class on which job characteristics affect one's choice of a specific career.

1. Have groups of students find information on one specific job by designing and conducting a survey of 15 to 20 people holding that job.

2. Ask students to organize visuals and other media for class presentation of findings.

3. In their presentations, direct students to explain which characteristics most frequently affected job/career choices.

C. The student will write a brief paper which contains information on the job characteristics which might affect career choices.

1. Ask students to find information on the following topics concerning a job of their choice:

a. Background information about the job: wages, benefits, unions
b. Training skills, on-the-job, pay/without pay, commission/salary
c. Influence of occupation on life style and values
d. Educational requirements for the job
e. Matching of personal and job characteristics
f. Human needs affected by job characterisitcs and vice-versa
g. Effects of technology, automation, environment on future jobs
h. Correlation of work and leisure, work and education, work and income
i. Comparison of family/individual needs with job characteristics
j. Pros and cons of a particular work schedule, job location, and travel as a part of the job related to individual needs
k. Satisfaction on the job in terms of personal future aspirations of the individual.

2. Have students interview at least two workers to obtain information on how such characteristics affected their career choices.

3. Assign students to write a short paper including all information obtained and review it with the class.

SUGGESTED CLASSROOM EVALUATION:

Have students select one job and write a paper on how characteristics of that job have made it interesting to them.

EXTENDED ACTIVITIES:

Have students review print and non-print materials which relate to job choice and job characteristics.

VOCABULARY

classified advertisements	preparation
fringe benefits	qualifications
job advancement	requirements
job requirements	working conditions

Work Objective 4.4.1.20

Use School and Community Resources To Obtain Career Information

GOAL: To apply career planning and decision-making skills

COMPETENCY: Demonstrating career planning and development skills

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Levels: Grades 6-8

B. Curriculum Concepts/Content: School resources
Community resources

C. Behaviors To Be Demonstrated: Finding information

SUGGESTED LEARNING ACTIVITIES:

A. The students will write a brief paper describing a particular career of interest, the kind of work people do in this career area, educational requirements for entering the career, and opportunities for pursuing the career in the local community.

1. Ask the students to select a career which interests them.

2. Have students use a classroom resource center in other career resources in the school.

3. Require students to use at least three school and three community resources to gain information about their careers of interest.

B. The student will compile a list of school and community resources for a specific career.

1. Ask students to select a friend or family member who is not working and would like to explore a career area or who is working and would like to change careers.

2. Have students prepare a resource center in the classroom which contains the following:

a. Lists or files of key persons in the school and community (counselors, teachers, librarians, employment offices, industry representatives).

b. Key resources in the school and community (newspapers, encyclopedias, indexes, vocational kits, occupational briefs).

3. Have students prepare a "Who To See and Where To Go Profile" that the friend or family member can use in learning more about the career of interest. Require students to give at least three persons and three places to go for information about the career of interest, giving specific addresses, phone numbers and sample clippings in each case.

C. The student will develop a system to collect information to identify school and community resources which will help obtain career information.

1. Brainstorm with the students which information is needed in a resource system for career information and how the system should be designed and used.

2. Form committees that would work on the following:

   a. designing the system
   b. producing the forms that will be used to collect the information
   c. collecting the information
   d. organizing and implementing the system

3. Have students implement and use the system to trace a career choice.

SUGGESTED CLASSROOM EVALUATION:

Give students three careers of general interest and have each student select one to write a brief newspaper article advising readers how to use school and community resources to obtain information about the selected career.

EXTENDED ACTIVITIES:

1. Invite representatives from various careers and occupations in the community to speak to students about student requests and interests.

2. Survey students for career interests and set up a series of field trips to local businesses and agencies related to selected careers.

3. Have students help the guidance department or library set up a school-wide resource system.

VOCABULARY:

apprenticeship
credentials
prerequisites
resources
stereotype
transcripts